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ABSTRACT

The document describes a South Carolina Study Project involving high school students in making decisions relating to their school communities. The project encouraged students to examine and evaluate the ways in which they formed opinions, made value decisions, and checked out the validity of their facts. Students were given training in using POGMA. These letters stand for purpose, objective, goals, mission, and activities, an outline for a study and research plan. Given this outline, the students studied topics such as student apathy, necessity of activity programs, and dropout rates. Study topics were selected jointly by students and school administrators. A teaching technique often employed throughout the project was that of answering a question with a question. One student might ask whether a particular statement were true and another student would respond with a question such as how one could find out if it were true or not. The program consisted of an orientation week, six weeks of research by study groups in the home community, and one week for compiling a final report. Included in the document are procedures for assembling a final report and conducting a followup, suggestions for financing a POGMA program, and a note about the use of the book. (Author/JK)

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# POGMA

## A Training Model for Helping High School Students Learn Process Skills in Social Research and for Positively Involving Students in Important Social Issues

by

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Research Associate

Limited First Edition

Published by:

CENTER FOR RESEARCH IN SOCIAL CHANGE

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## TABLE OF CONTENTS


ACKNOWLEDGEMENTS ..... v

A SPECIAL NOTE ..... vi
*K.Z. Chavis*

FOREWARD ..... vii
*Cyril B. Busbee*

INTRODUCTION ..... 1

BACKGROUND ..... 2

PARTICIPANTS ..... 6
The Students
The Staff
The Advisory Committee
The Parents

SCHEDULE FOR SUMMER PROJECT ..... 9
Sample Program Design

SELECTION OF STUDENTS ..... 12
Guidelines for Selection
Selection Committee Composition
Initial Applications

TRAINING ..... 18
Pre-Service Training
In-Service Training

POGMA--THE MODEL ..... 28

STUDY TOPICS ..... 31

RESEARCH AND DATA GATHERING ..... 32
Sample Field Schedule
Sample Questionnaire

FINAL REPORT ..... 44
Procedures for Assembling and Presenting Data
Chapter Headings
Art Work
Printing
Distribution
The Conclusion

FOLLOWUP ..... 47
Presentations of Findings
Media Coverage
Peer Counseling
Students as Advisors to Subsequent Projects

FINANCES ..... 49
Funding Sources
The Robert F. Kennedy Memorial Youth Fellowships
Sample Budget

A NOTE ABOUT THE USE OF THIS BOOK ..... 51

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Those who congratulate me for having written a useful, coherent book may thank my editor and friend **Elizabeth Becker,** who has polished and preserved my own style, with the careful craftsmanlike art of a professional.

For reassurance and the heart to keep on keeping on, I thank my parents, Rose and Frank Bulloch, Dr. Lois Benjamin, Mr. and Mrs. L.I. Lemasters and Mrs. Ethel C. George.

Without the dedication of the South Carolina students, staff, parents, friends and supporters, especially David A. Abel, the project and therefore, the book would not have existed at all.

## A SPECIAL NOTE . . . . .

As a former teacher, principal, and professional educator, who continues to work for educational improvement, I find this book to be a breath of fresh air on an often discussed but seldom resolved subject. I am indeed delighted to see this experience in real life with real people shared in such a practical way as a manual for teachers from which they, as well as their students, can benefit.

**K.Z. Chavis, Director**
Southeast Leadership
Development Pogram
Atlanta, Georgia

## FOREWORD

The young people our schools are serving today are more alert, more concerned, more involved than any earlier generation. School administrators are being challenged to construct reasonable channels for releasing the energies and wisdom and imagination of students. I am convinced that most young persons are seeking constructive avenues for involvement. Our school administrators can put this youthful energy to work for better schools, by tapping the knowledge of students who can offer important insights into many issues confronting schools today.

Many students have the ability and interest to play a much more active and positive role in their education. High school seniors today will be voting next year on many school bond issues. Will they reject the very system that helped produce them? Will they condemn the schools that have tried to nurture some of them since kindergarten? Taken further, aren't most of the voters in many of our communities products or graduates of schools in their communities?

In 1971, I established one of the nation's first student advisory councils to a chief state school officer. Our discussions with the students have been open and refreshing. Our student advisors have served a valuable role in keeping state education officials aware of their concerns regarding curriculum and other school matters.

Student involvement in the educational process can take many practical and profitable forms. This manual offers a model for a social research approach to student involvement. Its application and value may vary greatly from community to community, or school to school.

Regardless of the means, wholesome student involvement in the educational process provides a universally desirable end.

As more students become more aware of the complexities and dynamics of their school system, they may become less likely to scorn, and more likely to praise.

And their praise may be carried throughout adulthood.

**Dr. Cyril B. Busbee**
State Superintendent of Education
Columbia, South Carolina

## INTRODUCTION

It has been said that the creative process begins when a person stops asking 'so what?" and starts asking "then what?" While it is not within the scope of this report to explore the vast literature on creativity, certain basic assumptions are made and several implications arise out of this study of the creative aspects of structured learning experiences. The most basic of these is that a great deal of attention must be paid to the ways in which students learn if responsible, capable people are to emerge from the public schooling process. Students require assistance in learning **how** rather than **what** to think. They need to treat better questions, not better answers. To test these assumptions, this project was carried out in South Carolina with the cooperation of the public schools and other agencies over a three-year period.

The emphasis of the South Carolina Student Study Project was on the **process** of learning. Students were encouraged to examine and evaluate the ways in which they formed opinions, made decisions about values and checked out the validity of their facts. A teaching technique often employed throughout the Project was that of answering a question with a question. "Is this true?" a student might ask. "How could you find out?" would be the response.

Many students said that they were uncomfortable because they were not supplied ready answers. The frustration level among the students during the initial week of the project was high, but by the final report-writing stage this frustration had often been replaced with a new element of confidence.

A second assumption about creative thinking that operated in the Student Study Project was about the importance of risk. The staff had to be willing to accept the democratic decisions of the students as they learned how to conduct research. A far greater element of risk was encountered by the students themselves. They were given full responsibility for the conclusions which they reached individually and as a team, and for the integrity of those findings as presented to various groups of educators, peers and other interested persons. Also, each student had chosen to invest a summer vacation and time and energy in pursuing a controversial, unknown area of study; they all gave their time to an activity which was of interest to their school communities, many at the sacrifice of more financially rewarding summer jobs. There were no easy shortcuts and no guarantees that the Project would be prestigious, or that they would find comfort in their investigations, or even that they would find definitive answers to the study problems which they undertook.

The South Carolina project was a deliberate attempt at process training at the high school level. Some of the materials and/or the methods may be applicable or adaptable to similar school endeavors. Through the commitment and support of public school administrators and other educators, the Project was able to develop some successful models in a laboratory-type setting which may be useful to classroom teachers and to others interested in encouraging creative thinking in young people.

The purpose of the present study is to provide a history of the actual operation of the Project in the form of a manual or model for similar efforts and to share the information with other educators and interested persons. It is hoped that this study will also enlarge the body of knowledge in this area.

## BACKGROUND

It is significant that the initial need for and early ideas concerning the Student Study Project in South Carolina were suggested by two high school students who had been involved in student activities and were both past presidents of the student government associations at their high schools. Concurrently, several other forces gave impetus to the formation of the Project, most notably the support of the State School Superintendent's Student Advisory Committee plus reports of and visits to the North Carolina Task Force on Student Involvement.

As a result, in the summer of 1971, eight students from high schools around the state of South Carolina, aided by an adult advisor, organized the first Summer Study on Student Involvement. The advisor was dedicated and creative, but the responsibility for initiating and operating the project was shared jointly among participants. In 1972, 20 students from three South Carolina school districts participated; there was a team of 12 students in 1973. The author served as an advisor to the Project in 1972 and as the adult director in 1973.

In a 1972 proposal for the creation of a year-round Student Study Institute, which did not materialize, the objectives of the Student Study Project were listed:

**Short Term:**

1) To solicit meaningful information and report on issues of immediate concern to secondary educators, the general public and students in each participating school district in the state,

2. To provide internship experiences for talented students who have completed the program with various educational agencies on the local and state levels.

**Long Term:**

1) To recruit and capture the commitment of young, talented students for the benefit of South Carolina,

2) To begin at the high school level to broaden the exposure and prepare the future leadership of the state for responsibilities in education and public affairs."

Early Student Study Project documents stated: "While the concerns of the educational community may shift in focus from year to year, the need for careful study and evaluation of issues remains constant. Students can play an important contributing role in the evaluation process through their unique perspective on such matters as dropout prevention and student participation. However, student energy and imagination remains an educational resource as yet not fully tapped. Moreover, little in the way of resources has been allocated to train students in the methods of constructive--as opposed to negative--participation; not enough opportunities exist for students to gain exposure and experiences which serve as the foundation for mature involvement."

The Student Study Programs were organized out of a desire to give students a channel of expression, in the belief that if their efforts could be legitimized and their findings taken seriously, future student endeavors would be encouraged.

The students' summer assignments--chosen in consultation with secondary educators in the respective school district--involved studying and reporting on issues of immediate concern to the educational community. But the programs also provided the students an operating framework through which they might acquire techniques for analyzing issues. Also, it was assumed that students would become familiar with local school policy and personnel and with a workable means for making inquiry and proposing program changes.

## 1971 Summer Study on Student Involvement

Student Involvement in South Carolina was selected as the first topic of the Project. A team of students was organized to research the quantity and quality of the involvement of high school students in school community affairs, to study their attitudes to school-related issues, and to evaluate the impact they felt they had on those issues.

The 1971 students came from a cross-section of urban/rural, affluent/low income, black/white and male/female populations. They were among the most energetic of South Carolina high school youth. A Protestant minister who was a graduate student in guidance and counseling at the University of South Carolina was selected as the adult advisor.

The students, with their adult advisor, shared a significant concern--they were committed to improving the quality of the educational community in the state and they were already involved in school-related services and civic activities. They felt that they had some important contributions to make to the issues which involved all students and school personnel, and they sought a creative avenue through which to make those contributions. The first study attempted to provide a forum for student attitudes and opinions and to demonstrate how students can contribute positive suggestions for improving the total educational program.

As outlined in the **1971 Study on Student Involvement,** the following purposes of that first Project were listed. Subsequent studies shared these three commitments and included them in the brochure that was printed for each year.

1) to solicit meaningful information on student involvement (dropouts, career education) from the senior high school educational community of South Carolina;

2) to compile and interpret this information in such a way as to contribute positive suggestions for secondary education in South Carolina; and

3) to share this information with agencies and individuals responsible for quality education in South Carolina.

With the aid of an advisory committee of concerned individuals, the study received funds from several private foundations as well as from each school district. Technical assistance and seminars in research and reporting skills and project operation were donated by various state agencies and educational institutions.

It is important to note that the Study on Student Involvement was initiated at a crucial time in the transition of schools from a dual to a unitary system. The implications for student involvement were keenly felt by student leaders and school officials. The South Carolina study did not entirely concern itself with racial matters, but important parts of the survey that first year did deal with the black/white situation in the state. At that particular time, except for the North Carolina Task Force, the Student Study Project was unique among public school endeavors to involve students in major decisions which related to their school community.

The Study on Student Involvement in 1971 was sufficiently successful and encouraging to school officials to gain support for two subsequent summer projects. In 1972, student teams studied student involvement and school dropouts, and in 1973 the topic for investigation was career education.

The South Carolina Student Study Project functioned for three consecutive summers, from 1971 through 1973. The Project was based on the assumption that high school students do have valuable insights and talents which should be utilized and that these energies could be developed through a process training program. The Project would seek to engage the creative energies of students in issues pertaining to their school community in ways not available in the regular school setting. This is not to suggest that the laboratory model of the Student Study Project could not be successfully replicated in the school. In fact, parts or the whole could easily be adapted.

## PARTICIPANTS

During a three-year period, 39 high school students from representative districts around the state participated as members of a series of study teams. An Advisory Committee was formed on a statewide as well as on a district level for each student study team.

While there were few full-time staff members for any of the three summer projects, a volunteer cadre of guest lectures and consultants assisted with various program phases such as pre and in-service training, data collection and report publication and distribution.

Many individuals volunteered their time for indirect services such as telephoning, assistance with mailings and providing transportation for special events. The Project also benefited from agency and industrial services: the loan of typesetting equipment, donations of photographic and production art work, computer time and instruction, complimentary amusement tickets.

### The Students

Students were representative of urban/rural, black/white and male/female populations and came from a range of affluent and poorer school districts. Students were 15 to 17 years old and represented grades 10 through 12.

It would be difficult to construct a profile of the typical Student Study Project student. There were students who had served as elected student government officers and others who were not involved in any student activities; some were college bound while others had chosen vocational or trade courses; there were students from public housing homes as well as from upper income homes; while several participants had barely passing grades in school, others were consistent honor roll students. By most traditional descriptive measures, the Project's 39 students were more different than similar, with a few exceptions which may become clearer in the chapter on Student Selection.

**Student Participants**

| | Grades | | | Sex | | Race | | Area | |
|---|---|---|---|---|---|---|---|---|---|
| | 10 | 11 | 12 | F | M | B | W | R | U |
| 1971 | | 1 | 7 | 3 | 5 | 4 | 4 | 4 | 3 |
| 1972 | 1 | 6 | 13 | 10 | 10 | 11 | 9 | 8 | 12 |
| 1973 | 2 | 3 | 8 | 8 | 5 | 7 | 6 | 2 | 11 |

## The Staff

Each year the Project had a different full-time adult director, all three with graduate level training in school counseling and administration of educational programs. More important than these credentials was the interest which all three had in high school students and in the development of critical, analytical skills in young people. The learning model for the program is different from that of most traditional classrooms. The staff members, especially the director, must, therefore, have an affinity for experiential learning techniques and a commitment to the process as well as to the product of the Study Project. Learning by experience, or learning by doing, is now a more widely esteemed educational approach than ever before, and many teachers are finding that the artificial barriers between the classroom and the real world need not exist.

The first summer there was one adult director or coordinator, plus the two student co-directors who had initiated the idea for the Project. Together they defined the roles of the remaining five positions. The adult coordinator as in all of the Summer Projects, acted as a facilitator, one who made process observations, and answered a question with a question. At times the best contribution the director made was none at all!

In the **1971 Study on Student Involvement,** the student authors described a desirable relationship between adult and student as one in which the adult "... can give students a great deal of insight into situations but should not try to dominate student groups. Students, in return, could offer the adult insights but should not attempt to force their opinions on the adult." Mutual respect, in other words, was necessary.

During the 1972 Study Project, three student teams were working across the state and it became necessary to employ an assistant adult director. The duties of both adults were the same. They were:

1) to provide an atmosphere and framework for pre and in-service training,
2) to give facilitative and logistical advice during the conduct of field research,
3) to line up guest lecturers, consultants, interviewees, and
4) to offer support (contacts with computer services people, materials, writing guides and resources) during the compiling of data and writing of the report.

The director should also assume the role of devil's advocate. One of the most important, certainly necessary, dynamics of the Project, at the interpersonal level, is the dramatic "tension" created between staff and students, who more quickly coalesce into a working team when there is a common antagonist. The director initially plays this role which, while apparently inconsistent with the more non-directive approach, actually supports the students in their growth toward responsibility. The antagonist answers questions with questions, insists that the students find the source of answers themselves, hands out task sheets and calls time at the end of the period set for a task. The antagonist is constantly reminding the team that they can do better or prodding them to get phases completed when they say they will.

## The Advisory Committee

The statewide Advisory Committee, organized to assist the first Student Study Project in 1971, remained remarkably constant for the duration of the three-year Project. It was in large measure owing to the constancy and faithful support of this committee of interested persons that the Study Project happened at all and that it happened as successfully as it did. The importance of this group of friends of the Project cannot be overemphasized.

While many state advisory committees are matters of formality only and are often not active in the affairs of the project, this was not characteristic of this advisory committee. Members assisted in securing funds and arranging other helpful contacts for the Project. They were in faithful attendance at student presentations and at planning sessions when invited. Following the publication of the study team's reports, many committee members assisted with distribution. They were in a unique position to know other educators who would be interested in the work of the Student Study Project.

A list of professional agencies and/or positions represented by the statewide Advisory Committee will give a partial profile of the group. Serving on the committee were the Executive Director of the South Carolina Association of School Boards, the South Carolina Chairman for the President's Committee on Schools, the Executive Secretary of the South Carolina Education Association, the Executive Assistant to the Governor for Public Affairs and the President of the League of Women Voters. The following groups were also represented by members of the statewide committee: The South Carolina Association of Student Councils, the University of South Carolina College of Education, the State Department of Education's Division of Secondary Education, the South Carolina Human Affairs Commission and the District School Superintendents.

## The Parents

Parents, who were generally not involved in the program training and field operations, did definitely play a vital role in the operation of the Project. The parents of a student selected for participation in the summer project received a copy of the student's selection letter and were regularly advised of the purposes, goals and schedule of the Project. Parents were also invited to attend major presentations, and it is significant to note that in some cases a father or a mother would make the time, often at some sacrifice, to be present for these events.

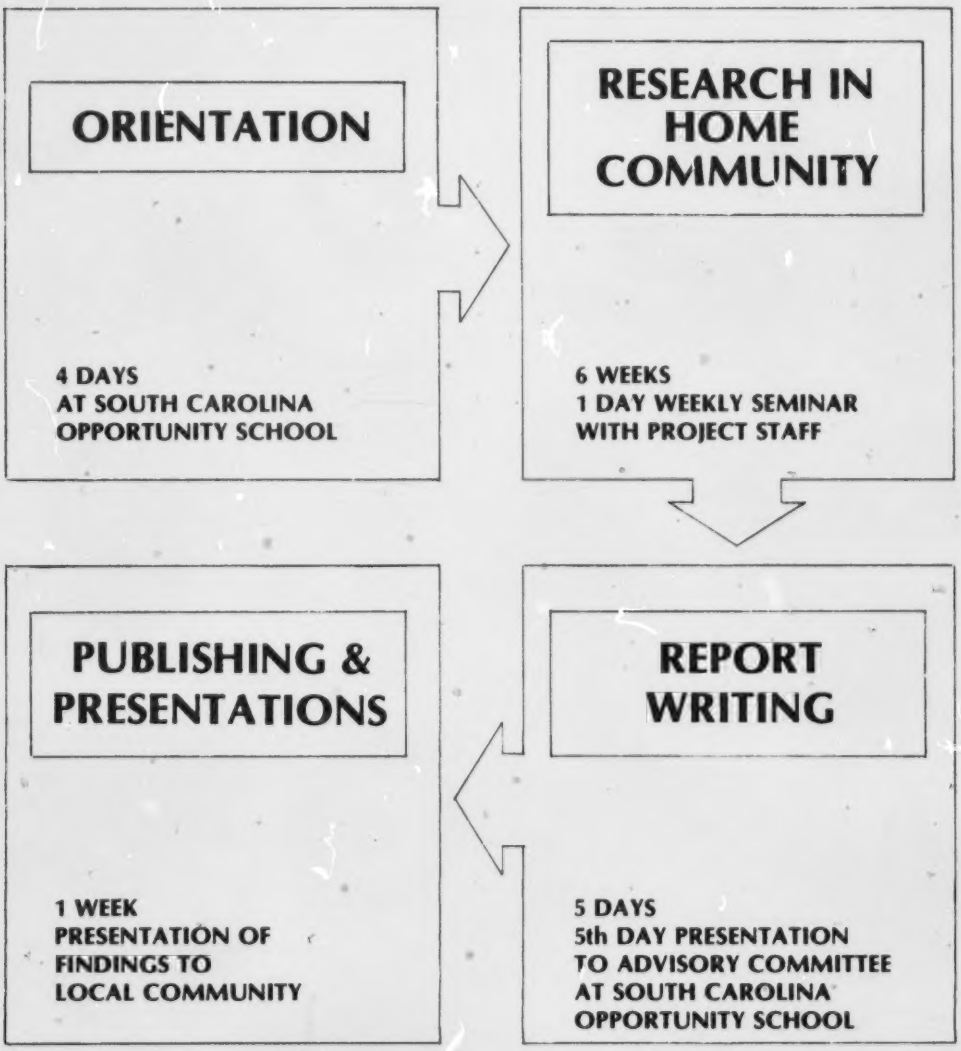
Students were encouraged by the staff to share their activities with parents, to inform them and to solicit their understanding and support. Initial parental reticence was in all cases resolved by providing them with clear information as to the goals of the Project and the significance of the Project to the school district.

Community involvement and interest in the work of the study teams was often guaranteed through the assistance of parents who were eager to help open doors. One additional educational benefit gained by the students was in discovering that the parent they had assumed would "not be interested" turned out to be a real partner in the learning experience!

## SCHEDULE FOR SUMMER PROJECT

The length of the Project varied from summer to summer, from six to eight weeks. Eight weeks seemed to be the optimum length, with one week for orientation and training, five in the field and two weeks for report writing, publication and distribution, and for followup presentations to advisory committees and to the media.

The following program design was representative of activities of all three of the Student Study Programs.



## Sample Program Design:

The summer Student Study Projects will follow the pattern sketched on the previous page: orientation, research in the home community, report writing and presentation to local and state audiences. Orientation and report writing sessions will require the students to reside at the Opportunity School.

Following the publication of the Student Study reports and throughout the following year, students from each participating school district will meet monthly to update their findings and to pursue their subjects further through interviews and discussion. Institute staff will arrange such meetings and will attend them along with each district advisor.

The sample schedule below was outlined by the staff and the advisory committee in 1973 and was the schedule followed by that year's study team.

**SUMMER STUDY INSTITUTE**

**Schedule, 1973**

| Week of: | |
|---|---|
| June 11 -- | Meeting of District Advisory Committee's Selection Committee |
| June 18 -- | Notification of students selected<br>Final schedules and instructions mailed |
| June 25 -- | Orientation week -- S.C. Opportunity School |
| July 2 -<br>August 3 -- | Field Research in Districts |
| August 6 -- | Evaluation and Report Writing -- Opportunity School |
| August 13 -- | Final Presentation<br>District Presentation<br>Media Coverage in Districts |

The following sample letter was written to a participating district superintendent in 1973 and describes the procedures for conducting a Study Project at the district level.

**Sample letter**

June 4, 1973

Dear Sir:

The Superintendent of the South Carolina Opportunity School has informed me that your district will be participating in the 1973 Summer Study Project. I would like to add my welcome -- I believe you will find this a very meaningful project with important benefits for the district and for your eight student researchers.

Let me suggest the following course of action for you and your staff:

A district Advisory Committee for the Project should be identified immediately. This committee may consist of a district administrator, whose duties would be to coordinate the Project locally and offer supervision to the student team; a secondary principal; a teacher; a guidance counselor; several parents or community persons; the public information officer; and a person experienced in curriculum development and/or research.

The Committee should recruit student applicants at the sophomore, junior and senior levels. The Committee may wish to recommend eight to ten students as final applicants to the Project's Selection Committee. (See attached proposal.)

The Committee plus the superintendent will decide on a research subject area which is of concern to the district. Although the Project's learning model is broadly applicable, the 1973 topics will vary with the district's needs. Some past and proposed subjects are student involvement, dropout prevention, volunteer programs, vocational education, career education, rights and responsibilities, discipline, human relations in the schools.

The eight students will begin the Project June 25, with a week in residence at the South Carolina Opportunity School for skills training, planning and preparation of the research materials and exposure to available data in the subject area.

Field research will be conducted from July 2 to August 3. An evaluation and report writing period is scheduled for the week of August 6. The final presentation of students' findings will be made the following week, and the district Committee will then schedule local press conferences, presentations and distribution/utilization of the printed reports.

The student director and I will be available to meet with your Advisory Committee the week of June 11. I will be contacting you to arrange a time for us to visit.

I am enclosing a brief background sheet, student application forms and other pertinent materials.

I look forward to working with you and your students this summer.

Most sincerely,

Project Director
Student Study Institute

## SELECTION OF STUDENTS

Students were selected by a variety of methods -- on the recommendations of secondary principals, other students and student councils and by reputation. No one method seemed to work best. A selection process which required cooperation from principals, students, parents and community representatives was an ideal seldom achieved but always sought during the three-year program.

A formalized selection mechanism was established in 1972 which initiated a statewide Selection Committee to review applications and conduct interviews. The following sections are reprinted from the proposal for a Student Study Institute. They were drawn up by students and were effective standards for 1972 and 1973.

### Guidelines for Selection

1) Students participating would represent a fair balance of black/white, male/female, urban/non-urban and large/small high schools.

2) Students should have already demonstrated leadership potential and an interest in positive involvement in their schools and community.

3) Students should have adequate time to spend on the summer project.

4) Students who have already participated in the project should be given consideration along with new applicants.

While selection guidelines were closely observed all three years, no criteria for selection were spelled out. This meant that participants were chosen on the strength of the judgment of those who did the selecting. The character of the Student Study Project depended on the capability of the Selection Committee, which could be trusted to recognize the broad goals of the program and to select students who in their judgment would best meet those goals. As has been noted before, some students had excellent academic credentials, held elected student offices (six of the first eight were top executives of their student government) and were recognized for their involvement in political activities. Subsequent study teams included some students with similar profiles but also several students who had much more potential for leadership than they had previously demonstrated.

### Selection Committee Composition

The statewide Selection Committee included the following:

Student Co- Chairmen (2)
Institute Director
Chairman, State Advisory Committee

A representative from each of the following:

the South Carolina Opportunity school

Each school district study team which has participated in the Student Study Project and who is not an applicant at the time

the South Carolina Association of Student Councils

The Young People's Community Relations Council of the Greater Columbia Chamber of Commerce

the State Superintendent of Education's Youth Advisory Council

Total: 11 members

Beginning in 1972, the Selection Committee or a combination of members met following the deadline for applications, and student finalists were invited to an interview with several members of the Committee.

## Initial Applications

A two-page application was formalized in 1972. A supply of these applications (usually 10) was sent in the spring to each secondary principal in the participating district for distribution to interested candidates. The principals reported that they accomplished the distribution in several ways -- with the help of student council officers, through the guidance office or with an announcement on the bulletin board.

The application was to be mailed direct to the Institute along with three letters of reference. On the next page are samples of each.

## APPLICATION FOR SUMMER STUDY INSTITUTE PROGRAM

1973

1. Name _____

   Address _____

   Phone _____ Race _____ Age _____

   School Now Attending _____

   School District _____ Year in School _____

2. List school activities for each year beginning with ninth grade.

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

3. List community activities and dates involved.

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   _____ _____

4. Awards and honors received and year received.

   _____ _____

   _____ _____

   _____ _____

   _____ _____

5. Grade average _____

6. Do you have a summer job? Yes _____ No _____ If yes, please list employer, nature of job, hours, etc.

_____

7. How much time per week would you be able to spend on this project this summer?
_____

8. Have you ever worked on a program similar to this? Yes _____ No _____
If so please explain. _____

_____

_____

9. Other job experience.

| Employer | Nature of Work | Dates Employed |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

10. Do you have access to a car? Yes _____ No _____

11. What are your reasons for wanting to become involved with this project? (on separate sheet)

12. References

Three letters of recommendation from a teacher or high school principal, student, community person (minister, etc.) Letters should state to what extent applicant is known by reference person and what reference considers extent of applicant's abilities.

Letters should be sent to:

Summer Study Institute
S.C. Opportunity School
W. Campus Road
W. Columbia, South Carolina 29169

List references here:

| Name | Position(student etc.) |
|---|---|
| 1. | |
| 2. | |
| 3. | |

**Summer Study Institute**
**S.C. Opportunity School**
**W. Campus Road**
**West Columbia, S.C. 29169**

## REFERENCE

_____ is an applicant for the Summer Study Institute and needs your recommendation for his consideration for a position. The study will involve eight students from his school district in researching an area of concern of the district and recommending possible means of dealing with this area. Any additional comments on the applicant than those asked for by the Institute will be welcomed and may be directed to the Institute in an accompanying letter.

The Institute staff thanks you for your time and interest in this young person.

(1) How long and in what capacity have you known the applicant?

(2) Comment on applicant's intelligence, maturity, leadership capacity and any other outstanding characteristics.

_____ Date

_____ Signature

Following the interviews with Selection Committee members and final identification, participants were mailed a letter of selection with a copy to the parents and to the secondary school principal. During the first orientation day, students were given the parental consent form required by some school districts.

**Sample letter**

June 18, 1973

Dear _____:

I am pleased to confirm your selection as a participant in the 1973 Student Study Project, sponsored by the Richland County School District One.

You will be a member of a 12-student research team surveying the various aspects of Career Education. Your travel expenses will be paid, and you will receive a stipend of $100.

As you know, the orientation and training session will begin Friday, June 22 at 9:00 a.m. in Room 102 of the Administration Building.

Please be prepared to spend June 22-25 in the training sessions -- evenings also. That is the only weekend we plan to work, and we will have July 4-6 as holidays to compensate. The final presentation is August 13, the last work day of the Project for students.

I look forward to working with you this summer on what promises to be a very worthwhile Project.

*Pogma,

Project Director

*You will be introduced to this term on Friday.

Although it was not adopted during the three-year run of the Student Study Project, a further recommendation was made by the 1973 students regarding selection:

"After a school district has committed itself to involvement in the Student Study Project, it shall be the responsibility of the local advisor and district Advisory Committee to publicize the Project in the district schools in order to promote student interest."

## TRAINING

Whether or not creativity is or can be a product of training, the South Carolina Student Study project operated on the assumption that training was important for two major reasons:

1) Practicing and experiencing creative approaches to problems will give the students a model to draw upon in the future.

2) The training sessions can refocus the students' attention from traditional **content** to **process** development.

The students were to be offered some alternatives, but the real guiding force of the Project was the reaction of the student and what he felt it was useful to pursue. Following the format of the orientation sessions, this chapter will deal briefly with introductory matters, then focus on the task sheets and other training materials.

The training program described here is a composite of the actual Student Study Project programs over the three years. Although some procedures differed from year to year, the basic ingredients were still apparent. Differences consist largely of facilities and scheduling rather than of form and content. Thus, while a week was allowed for training for one group, the same rudimentary skills might be imparted to another group in an extended weekend session.

Training began each year at the South Carolina Opportunity School. The Opportunity School, with a large residential campus in West Columbia and half a century of work in the field of education for the dropout and the handicapped, served as the training facility for the three study teams in 1972 and the liaison for statewide contact with school superintendents. It was the sponsoring agency for the proposed year-round Institute. The school maintained regular correspondence with the state's district school superintendents. The director of the Opportunity School was active on the state Advisory Committee and offered the part-time services of a school staff member to assist with generating funding for the Institute.

The Study Project staff was made up of different people for each group, but there was one constant teacher throughout--experience. Students who came to orientation expecting to hear long lectures or graphic presentations found that the lecture consisted of about half an hour's worth of introductions and announcements about logistical matters and then they were set to work on their first task sheet exercise.

The students who have been through the program have reported that the best and the worst of their memories involve the orientation, pre-service week. It was probably the period of most concentrated learning where the greatest amount of new material was presented and absorbed. With the emphasis on experiential learning, the discoveries were less inner-directed and more task-oriented.

Many noted social scientists and group leaders use this task orientation in their experience-based structured learning groups: members of the group are encouraged to

comment in passing on their feelings about a certain exercise, but the major emphasis of the lesson is on the real-world tasks to be accomplished in the future. Training is carried on always with an eye to its usefulness as it relates to the broader purpose and to the problem back in the home community.

The feelings of students were never ignored. They were always acknowledged. The purpose of the training exercises and sessions was to encourage new ways of solving problems, not necessarily to change the attitudes and motivations of the students.

## Pre-Service Training

This hypothetical orientation session begins on Friday morning at 9:00 and concludes at 9:30 Sunday evening. The first 30 minutes is reserved for introduction of the persons present, including the students, the staff, the school personnel and the director of the training center. The students hear about the schedule, meals, requests from the residence staff, and other logistical details.

At 9:30, the students and staff begin the training session with a task sheet. Other persons in attendance may stay if they wish, but most exit at that point.

**Friday**

9:00 Introduction of Students, Staff and Friends of the Project

9:30 **Task #1*

To: Summer Study Participants
From: Staff
Re: Introductory Exercise

*I never met a man I didn't like.*
**Will Rogers**

Interviewing and reporting skills are among the most important you will develop all summer. Learning how to obtain sound information is basic.

In the next 15 minutes, pair off with the fellow participant about whom you know **least** and, dividing the time between you, interview each other. Get enough information to enable you briefly to introduce that person to the entire study group at 10:00.

When we reconvene, each of you will have two minutes for your presentation. You may take and use notes if you wish.

Move swiftly. Speak smartly, Listen acutely.

* *The eight task sheets in this chapter are representative of those which were mimeographed on separate sheets and periodically given to the students during training sessions.*

The Project staff announces time at mid point and end. At 10:00, the introductions begin. Students are reminded to speak clearly. After each presentation, the interviewee is allowed to assess the accuracy of the report, while other students may make comments as well. This "feedback" is a form of helpful criticism designed to let the individual know how he is coming across to the others. The entire exercise also affords the participants an overview of their team personality.

11:00 Group exercise designed to build students' skills in solving group tasks.

*Task #2*

To: Project Students
From: Staff
Re: Morning Seminar

STUDENT COUNCIL REPORT

You are members of the T.S. Evers High School student council. A statewide organization wants to give your student council a financial contribution ($1,000) to improve one of the student activities at your school and thereby increase student participation.

Your task, during the next 20 minutes, is to evaluate the student activities at your school and decide which activity is most worthy of the financial contribution. (To do this exercise, each one of you should draw from the experience and knowledge that you have of the activities at your own school or of schools in your district.) Remember that your funds are limited and that you want to get the maximum benefit (student participation) from the funds you spend.

At the end of this period, your student council will be asked to give a 12-minute presentation to the members of the statewide organization. They will want to know what student activities are offered at your school, which activity you have decided should receive the money and the reasons for your decision. Be prepared to justify your decision and to answer questions from the audience.

12:00 Lunch

1:00 Group photograph session for Project brochure.

1:30 Afternoon session. Task exercise designed to sharpen students' skills in interviewing and presentation.

*Task #3*

To: Study Team Members
From: DAA
Re: Orientation for Survival

*"..Would you tell me, please, which way I ought to go from here?"*
*"...That depends a good deal on where you want to get to," said the cat.*
*"...I don't much care where--", said Alice.*
*"...Then it doesn't matter which way you go," said the cat.*

**Alice in Wonderland**
**Lewis Carroll**

During the office hours Friday and over the weekend, various people working in central administration and others engaged in educationally related activity will be invited in to be interviewed by you. In addition, a number of personnel in the building have been informed of your program and are willing to meet with you and answer questions.

Your task, given the resources mentioned above, is to uncover the logic of Central Office. More specifically, you should determine the structure of organization in the building, the function(s) of personnel, and the relationships of central administration and public education in this school district.

Questions to ponder: How do we find evidence? How do we determine its validity or whether it is material (useful)?

"Logic": Making sense of the non-sensical: ordering of thought; the thread that binds the disparate elements into an observable whole.

Two days before training began, the project director circulated a memo to all district office personnel introducing the students selected for the Study Project and explaining their presence in the building.

> "During the pre-service training period, the students will be learning interview skills and developing a research design and a questionnaire for their six weeks in the field.
>
> As a training task for the weekend, they will be asked to find out about the operations of Central Office and the functions of the administrative personnel.
>
> Individually or in pairs, the students will be seeking brief interviews with you. Should you have time to spend with them, you can help them gain insights and develop skills by answering only those questions which they ask. The exercise will mean more if they have to work for the results.
>
> Thank you for your time and your interest in these students."

To further facilitate their sessions, a telephone index of all Central Office personnel was provided for each student. The index gave telephone extensions and office locations in the building. Several students raised the matter of calling ahead for an appointment, which the group favored.

3:30 Group interview with State Director for Distributive Education.

4:30 Group interview with Assistant Director of South Carolina Human Affairs Commission.

These were two people whose knowledge of the study topic could be helpful to the students. The interviews also gave the students a real-life interview situation to strengthen their skills.

**Saturday**

9:00 Group exercises to enhance decision-making and communication skills.

*Task #4*

*I never met a basketball player I didn't like.*
**Paul W. Beazley**

Your school has been having troubles between students. Yesterday, there was a fight between a student from your school and a student from another school. The fight occurred a short time after school hours when a group of students from your school returned to campus to play basketball. When they arrived, they found the basketball court was already being used by students from another school, a private high school. A fight broke out and some windows were later broken.

Your school administration has reviewed the incident and determined that a student from your school started the incident. That student, who has been in trouble before, has been expelled. Members of your student council and other students have held a meeting to protest the decision.

You are a group of students who has been chosen by the administration and student council to review the incident. Your task is to recommend the course of action that the administration should take regarding the expelled student and to suggest policies regarding the use of the basketball court and students returning to campus after school hours.

When you have finished the evaluation, your group will have 12 minutes to report your findings to the school administration.

10:30 *Task #5*

To: Summer Study Team
From: LRB

*He broke fresh ground because, and only because, he had the courage to go ahead without asking whether others were following or even understood.*

**Markings**
**Dag Hammarskjold**

At 10:30 today, you will be meeting a guest who has an unusual occupation and some ideas about career education which may differ from those of the personnel representatives whom you will interview at the Chamber of Commerce meeting on July 11.

Your task will be to **interview** this person about his field, his own career and his views on education and then to **write** a brief feature article based on your findings. Individually.

(The guest was a young shrimp fisherman from Charleston; he was the most popular interviewee that summer. A marketing major in college, he had been working on a shrimp boat for several years along the coast of South Carolina, Georgia and Florida. He planned to captain his own boat.)

1:00 Group and individual interviews with various visitors who have some relationship to the Project, the district offices represented and/or the areas of study for each team.

4:00 Staff presentation of POGMA model designed for team's use when developing plan of operation for summer. (See next chapter.)

The students receive copies of the task sheet for Sunday afternoon so that they can make whatever preparations they feel necessary.

*Task #6*

To: Study Team
From: LRB
Re: Task for Sunday

On Sunday afternoon at 2:30, you will have an opportunity to make a presentation of your findings about the "logic" of the Central Office to several District Administrators, Limit this presentation to about 15 minutes.

The second 15 minutes of the presentation will involve your Plan of Operation for the next six weeks.

Be prepared to ask and answer questions of these district personnel, who have agreed to spend an hour of their Sunday afternoon with you.

6:00 Dinner at home of Project Director

6:30 Group informal discussion with invited guest, a former psychology instructor from India, currently a research associate at the Social Problems Research Institute at the University of South Carolina. The group interviews this guest about procedures for developing a useful questionnaire and some problems to beware when surveying opinion.

7:30 Evening Session. Group develops and outlines plan of operation and research design, using Pogma Chart.

**Sunday**

8:30 Optional meditation and prayer service with guest Protestant chaplain.

9:00 Group finalization of Pogma Chart -- plan of operation for summer study. (See chapter on "Pogma.")

1:00 Group preparation for afternoon report on the "logic" of the District Administrative Office.

A note on group presentations: Throughout the three-year history of the Project, the study teams had as a common goal -- the ". . . sharing of information and findings with those responsible for quality education in the districts and at the state level." Accordingly, one important aspect of the training was learning how to present their findings in an acceptable manner.

Students spent large amounts of time (equal to the presentation time and in some cases up to twice as long) preparing a presentation. Props were secured (easels, pointers, extra copies of handouts, etc.), and the group often had to copy over the item to be considered on large sheets of poster board for display.

Then the production went into rehearsal, with parts assigned and each individual preparing for his role. A dress rehearsal run-through was often staged for the staff and former study team members prior to a major presentation, which gave the team valuable feedback and a good idea of what changes the final version required.

Some specific examples of typical feedback offered during a rehearsal, taken from notes of such a session:

---Sam, you need to speak louder. We can't hear you or Molly very well back here.

---You folks look as if you're bored. It's helpful to the audience if **you** look interested in what's being said.

---Unnecessary use of terms like 'you know' and 'right on.'

---Yeah, it's a good idea to show the part of the Pogma Chart that someone's mentioning, but it might be more effective if someone actually stood up and used the pointer to direct attention. A moving target draws attention.

---You might want to check out Mr. Bond's correct title.

---You all seem a little tense and especially unwilling to accept suggestions without a defensive reply. Y'know, constructive criticism is what you're asking these people for this afternoon.

---An occasional smile might be refreshing. You know, a **little** humor won't hurt.

2:30 Presentation to several district administrators of the findings of the team regarding the "logic" of the Central Office. The second half of the 30-minute presentation is devoted to the Plan of Operation. Question and answer period follows, and the Assistant Superintendent thanks the students for engaging so efficiently in this worthwhile and promising study project.

4:00 Preliminary session to introduce the subject of the questionnaire--writing and administering. Students first think of one question that might be asked on such a survey, and, pairing up, students take turns being the interviewer and the respondent. Each must role play his part as accurately as he can in order to experience an empathy for the scenario from the outset.

*Task #7*

To: Student Study Participants
From: Project Staff

*"The time has come," the Walrus said,*
*"To talk of many things:*
*Of shoes--and ships--and sealing wax--*
*Of cabbages and kings--"*

**Through the Looking-Glass**
**Lewis Carroll**

Arrange yourselves in pairs and together you are to write two questions that you might ask a respondent on a Survey of Student Involvement. In turn, each of you is to act as interviewer and respondent to the same two questions.

Please role play your part as faithfully as you can. As respondent, notice any impressions you have of your partner as interviewer and share those with him/her before changing places.

Try out two different forms of questions, for example one open-ended and one multiple choice or fill-in-the-blank.

Briefly the staff touches on some basic interview points, then asks the students to become another pair of role players, a teacher and a Student Study interviewer with two questions each.

Note: the outline and writing of the survey questionnaire was most often concluded during the orientation week with a presentationonthe final afternoon of training. However, the following chapter is designed to show how one team proceeded after training and how the project operated at the district level. For the purposes of this discussion, the survey form is written later, back in the home district, with the above mentioned preliminary sessions as a foundation. Sunday afternoon the project staff hands out the final training task sheet.

*Task #8*

To: Study Team
From: DAA
Re: Task for first week of field study

*The difference between an educated man and an uneducated man is the ability to ask fruitful questions; when he has formulated such a question he can always ask another one: Where shall I go for the answer?*

**Education & the Human Quest**
**H. Thelen**

Sometime on Friday at a time and place to be arranged by you, you will have the opportunity to present to your district Advisory Committee your proposed goals, objectives and plan of operation.

Your presentation should be no longer than 20 minutes and may include whatever means of communication you deem appropriate (i.e., visual aids, demonstrations, audio, tape, etc.) Following your team presentation will be a question and answer period.

## In-Service Training

*It is always possible for persons of good will and equally clear vision to disagree radically.*

**Norman H. Wilson, 1971**

Nowhere was it as apparent to students as during in-service training sessions that persons involved with public education varied greatly in philosophy and approach. Via these day-long seminars, the participants gained exposure to a wide range of views and personalities. They began to see that a form of pluralism existed in the network of school personnel, state policy makers, community and parent advocates, student leaders and other interested lay persons. Many insights and enlightened biases were playing on the public schools, and matters were hardly as simple as the students may have previously supposed.

Another way in which Dr. Wilson's statement applied to the Study Project was at the level of interpersonal interactions among the members of the study team. With a number of clear views of the final output of the project, individual differences became rather threatening at times. Group decisions require a kind of consensus that is extremely difficult to attain, at any age and under any circumstances.

The training staff introduced participants to the skills of group decision making and interpersonal relations during pre-service training and again at several points during the Project. For example, an additional group seminar was often scheduled for an in-service day and was conducted by guest consultants from the University of South Carolina's General Assistance Center. The consultant time was donated each year. During this concentrated seminar time, exercises were assigned that required both group cohesion and some thought about how individuals function together in a group.

Study teams were equipped with necessary skills and were encouraged to deal as a group with any group friction. During the course of one team's field work, the student director wrote in a general memo to participants: "What do you plan to do as individuals when you see problems arising in the group? The adult director and I are available to assist you. Please feel free to call upon us."

Some examples of in-service training seminars that were or might be arranged for study teams, in addition to the Group Skills workshop mentioned above, are:

1) Interviews with strategic public people such as the mayor, the city newspaper editor, a county commissioner, a school board member, a State Department of Education person. Instructions to students usually called for an article or short essay to be written as an individual exercise after the interview.

2) A panel of former Study Project participants can be helpful to current students. The most effective use of alumni is probably in the training and design development sessions, where they can give feedback to the study team.

3) Sessions, as appropriate, with local school personnel familiar with the team's area of study and/or the field of research and reporting.

4) Brief appearances on radio or television talk programs may be effective early in the Project to generate public interest and to give the students additional practice in public presentations; however, the media coverage is often reserved for the week following the Project. Press coverage of the final presentation is especially desirable.

5) Local community organizations with an interest in the public schools are excellent sources of in-service training material. Some agencies are the Chamber of Commerce, the Urban League, the League of Women Voters, the state PTA. During the 1972 Study Project, for example, the Employment Coordinator of the Chamber of Commerce hosted a special meeting between Study Project students and a newly formed task force committee which had been organized by the Chamber to ". . .study Career Education in the city and to work with educational institutions to further advance cooperative efforts and long-range plans." Firms represented were: the telephone company, the Urban

League, the Memorial Hospital, a large bank, an office supply company, a large manufacturing firm and the Chamber. Following a lengthy dialogue between the study team and the personnel representatives, the students conducted individual interviews with the professionals, based in part on their project questionnaire, to determine their views on Career Education and their assessment of the needs of industry for special curriculum in the schools.

## POGMA--THE MODEL

Developed at a New England college of education by graduate students, the Pogma Chart is a way of outlining a project's plan of operation. Taken in district steps, it allows the participants to conceptualize the research design in outline form.

The five letters P,O,G,M and A are printed down the left side of a large sheet of newsprint so that the entire working group can see. Letters form an acronym which stands for Purpose, Objective, Goals, Mission and Activities — the outline for the study plan. Given the outline framework, the students of each team were to come up with clearly stated plans for the summer.

Thus, the statement of Purpose might read, as in two examples:

| | |
|---|---|
| **Purpose** | To better understand reasons leading to the dropout rate and to offer suggestions to district administrators and dropouts. |
| **Purpose** | To better understand career education and to offer suggestions for improvement to the district. |

With Objectives, students were to break down the overall purpose and isolate components that made up the broader statement. For example, three objectives for the career education study were:

| | |
|---|---|
| **Objective 1** | To learn about career education. |
| **Objective 2** | To formulate ideas on improvement of career education approaches. |
| **Objective 3** | To present a group report on our findings to the district. |

The final Goal of each objective would be stated succinctly following each one.

Mission is a statement of the specific action involved. There might be more than one, for example:

| | |
|---|---|
| **Goal** | To decrease the dropout rate. |
| **Mission 1** | Develop questionnaire on reasons for dropouts leaving school |
| **Mission 2** | Gather information pertaining to dropout situation. |

The final breakdown of the Pogma Chart would be a statement of specific activities which would carry out each mission. For instance:

| | |
|---|---|
| **Mission 1** | Develop a questionnaire to present to students, faculty and general public. |
| **Activities** | 1. Formulate questions.<br>2. Write and print questionnaire. |

A sample Pogma Chart is printed below -- the Plan of Operation for a study on dropouts. Large newsprint sheets were used during the group's working sessions in developing plans of operation; then the final version was transferred to poster board with felt markers that were visible in a large room. The permanent poster board sheets were used often as students gave a presentation.

PLAN OF OPERATION

| | |
|---|---|
| **Purpose** | To better understand reasons leading to the dropout rate and to offer suggestions to district administrators and dropouts. |
| **Objective 1** | Learn from dropouts, district administrators, school administrators, and families of dropouts with hopes of bettering our schools. |
| **Goal** | Decrease the dropout rate. |
| **Mission 1** | Develop questionnaire on reasons for dropouts leaving school. |
| **Activities** | 1. Construct an outline<br>2. Formulate questions to be asked to district and school administrators, teachers, parents and dropouts as to why students quit school. |
| **Mission 2** | Gather information pertaining to dropout situation. |
| **Activities** | 1. Get names of dropouts from district office.<br>2. Interview dropouts, school and district administrators and teachers. |
| **Objective 2** | Make findings available. |
| **Goal** | Better inform the public. |
| **Mission** | Publish report. |
| **Activities** | 1. Evaluate questions from three different groups.<br>a) Open end questions by hand<br>b) Others by use of computer |

2. Compile findings
   a) Dropouts' reasons
   b) Administrators' and teachers' suggestions
   c) Our comments
3. Distribute report to district and school administrators and school and public libraries.

**Objective 3** — Suggest alternatives for dropouts.

**Goal** — To assist the dropout in furthering his education

**Mission**

1. To involve dropout in Walk-In School, Adult Education, the Opportunity School or Vocational Rehabilitation.
2. Recommend proper contacts.

## STUDY TOPICS

The selection of a study topic for each research team was a responsibility often jointly shared among district administrators, principals, students and at times even School Board members. If the summer's findings were to be useful to those responsible for school policy and administration, the study topic had to be one in which those persons had a vital interest.

When there was an issue with natural priority, as was the case in a district converting to the quinmester system the following fall, Summer Study students could give as well as receive valuable topical information of immediate, measurable impact. Other subjects, such as dropouts and student involvement, were of general, ongoing concern to public educators.

Some study topics which were either used or proposed were: student involvement, dropout prevention, the quinmester system, career education, vocational education, volunteer programs, discipline, student rights and responsibilities, human relations in the schools. Others were formally proposed.

An excerpt from a memo written by a district administrator to the school superintendent shows how the study topics were proposed:

> "... The student director appeared before the principals at their meeting on May 23 and asked them to endorse the Project for District One and to suggest topics for the group to study. The principals did both. The topics they suggested were:
>
> a) Is the 12th grade necessary?
>
> b) Is an activity program necessary?
>
> c) Why do students fail to take vocational courses?
>
> d) What are the causes and some remedies for student apathy?
>
> The principals think the Project is worthwhile and would like for you to propose it to the Board for their consideration."

In this case, at a subsequent School Board meeting, several of the school commissioners recommended that a study topic be selected which combined several of the principal's concerns. The final decision for a study of the Career Education concept, it was felt, should explore student feelings, especially student apathy, as well as their views regarding career oriented curriculum. The district had a new coordinator for Career Education, and he was asked to assist the study team in its explorations.

Evolving a study topic in a vacuum is a poor notion, resulting in frustrated students and wasted resources. The topic should be carefully selected from among those most crucial to the district and should be one which has a future. More will be said about this in the chapter on Followup. If a district knows in advance how the Study Project findings are to be used, as in the study of the impending quinmester system, then the success of the Project is almost guaranteed, since everyone has a stake in the output.

## RESEARCH AND DATA GATHERING

The following section is a composite account of the field study period. This is the time spent by the students in their home districts between the orientation week at the South Carolina Opportunity School and the wrap-up week at the end. This chapter follows a hypothetical study team through four weeks of field work; the facts are taken from the events of all three of the years and from different study teams. In some cases portions of the student's study reports are used. Names are fictitious.

On Sunday evening, eight Wartman County students return to their home district from the orientation week at the Opportunity School. They agree to meet Monday morning at 9:00 at a local high school which has been designated as their field headquarters by the district superintendent with the cooperation of the principal, who is the team's district advisor.

Mrs. Hammer, the principal, is in attendance Monday morning. She hears a brief progress report from her team on their week of orientation, and she is treated to a presentation of the POGMA Chart detailing the team's plans for the next four weeks.

Mrs. Hammer asks where the term POGMA originated. One of the students explains, giving her a modified version of the Pogma section of this book. She asks to see samples of the training task sheets which the students were assigned. The students discuss the major skills they developed while using each task sheet. The students have decided to spend the first week writing a field interview instrument, obtaining lists, and deciding on whom to interview. They ask Mrs. Hammer for assistance in this work. She agrees and returns in 30 minutes to review a list of items and/or resources the team anticipates needing for the next four weeks.

Using the brainstorming format they have followed in the pre-service task sheets, the team sits around a table, and, with a volunteer note-taker making abbreviated notations on a legal pad, each person in turn names an item for the list. Nothing is analyzed or censored. After the first 20 minutes, the list looks something like this:

pens
legal pads
list of dropouts
felt marking pens
scotch tape
scissors
blackboard pointer
access to telephone
stamps
ruler
list of faculty
large pad of newsprint
list of district personnel
list of principals
typewriter
maps of district
push pins in 4 colors
secretary to type survey form

The last 10 minutes is spent going over the list to add and delete items, and when Mrs. Hammer returns the list is complete with one addition -- loan of a stop watch.

Mrs. Hammer makes suggestions for locating the items on the list and sends the students to the supply room for writing materials. The pad of newsprint is donated by the town publishing company, which owns the newspaper. The students plan to present their

ideas and a copy of the interview instrument at a meeting of their district advisory committee at the end of the first week. Mrs. Hammer agrees to call the meeting together in her conference room. One student volunteers to draft an invitation for the Friday afternoon meeting. A copy of the invitation follows.

TO: DISTRICT ADVISORY COMMITTEE MEMBERS
FROM: SUMMER STUDY PROJECT STUDENTS
SUBJECT: SECOND MEETING

You are cordially invited to attend the second scheduled meeting of the South Carolina Student Study Project. You will remember that at the first meeting we decided on our study topic, "Dropouts," which was the topic of most concern to the secondary principals.

Since then, we have attended a one-week orientation and training session at the South Carolina Opportunity School. We have learned many new skills already, which will be a part of our presentation on Friday.

In addition, we expect to share copies of our interview forms and the schedule for the next few weeks. We are asking you, a cross-section of the adult community, to be our first interviewees, which will require about 15 minutes following the meeting.

We will be meeting at 2:30 Friday afternoon in Mrs. Hammer's conference room at Central High School. We hope you can participate.

Mrs. Hammer suggests that when they design the questionnaire they interview Mr. Bond, a school psychologist, for the district whose special field is tests and measurements. Mr. Bond has had experience in constructing and administering surveys and designing tests, she points out, and he will probably be helpful if they ask him the right questions.

"Make a note of that, someone. I'll make a note. Can we get in touch with him at the district office?"

For the rest of the morning, some of the students make phone calls to the district office and to various schools in an attempt to obtain necessary lists, while others prepare the library for a work session on the questionnaire.

When they meet in the library at 1:00, they hear the results of the telephone calls. The lists of district personnel, principals and faculty can be obtained early Wednesday morning, while the list of dropouts will be completed and available from the guidance office by that afternoon. Mr. Bond will be there the following morning for a presentation of the survey questions and to be interviewed about survey design.

**Monday afternoon.**

The students begin with a discussion of the survey goals, as stated in their plan of operation which someone reads aloud. One student finally volunteers to take notes and write suggestions on the large sheets of newsprint taped on the wall.

The following section is a partial transcript of a questionnaire design session. It will give some idea of the various evolutionary steps involved in producing the final survey form, which is printed later in this report.

---Look, what do we wanta' know? We wanta' know "why dropouts quit school", right? So we just ask them -- why did you quit school?

---Oh, sure! You can't have just one question on a questionnaire!

---That's right, but what Paul asked **is** what we want to know. Look, let's start brainstorming some questions.

---OK. Put that first, Marty. Why did you quit school? OK, what else?

---How about name, school grade---

---Wait a second! Not so fast! Grade. OK. Age too. Do we want to ask about sex and race?

---Maybe. Write it up there. We'll decide later. This is just the first round.

---Are there services or programs that exist at your school for dropouts? Put this too -- Describe the counseling or attention you got before you finally left school. And from whom?

---Right! How 'bout it, Anna?

---Yeah, I was thinking about some kinda' question like, "How would you make school better?" I'm not sure how to word it.

---Don't worry yet. Write it, man! Also the following: How long outa' school? Have you thought of going back? **Have** you gone back? Yeah, thanks. What happened when you went back?

---Next, what was--what **did** you like best about school? Or maybe, what were the positive ways that school met some of your needs?

---I have a question for this list, but I think it ought to be last. Do you know about the following: the South Carolina Opportunity School? the Walk-In School? any vocational or shop courses? If not, maybe we should be ready to talk about these alternatives.

---OK--what else? Do we have enough questions to work with? Can everybody read my writing? Very funny, man!

The students decide to write out as many questions as they can think of on sheets of newsprint. They leave up the one set of sheets but retape them over to one side so they can go through the same process with questions for school personnel and for parents and community people. They will design three separate questionnaires but may use a common question with all three groups.

---Look, let's leave these sheets up and come back in the morning. Mr. Bond is going to be here at 10:30, so if everybody is ready to go to work at 9:00 sharp, then we can finish this up and spend about 30 minutes figuring out what we're going to say to him.

---Right, everybody think of questions in the meantime.

One note in passing: the students were seldom late for meetings which they themselves called. As a self-disciplined, self-starting group, the study team had high participation rates and few difficulties maintaining interest or enthusiasm. Many educators find that when given a large degree of autonomy students often demonstrate a higher level of standards and expectations for themselves than adults might set for them.

**Tuesday morning**

---OK. Last night I had a semi-brilliant idea for the list of questions. We think of a long list of possible reasons for dropping out. We know most of them from just being in school and students ourselves. So we ask something like, "What were your reasons for leaving school?" Then we list all these reasons.

---You don't let people tell you their own reasons that way.

---Sure you do. They'll be picking out their own reasons from a list. And we can always leave a blank space at the bottom for other reasons we didn't think of or that a dropout tells us.

---You remember what the computer man told us too. He said it's easier to figure your results from a multiple choice than an essay type question. In fact, the more questions we can do that way the more we can evaluate using the computer.

---Let's start making up a list of dropout reasons, OK?

---OK. Here we have a clean sheet of paper. It's magic. I'm gonna' put pregnancy down first. What else?

The students' list finally numbers 15 (see completed questionnaire.) They decide to use it as a common question for all three surveys. By asking the community people and school officials why they think students drop out and then comparing those impressions with what the dropouts themselves say, the study team plans to discover how well the groups agree or if there might be significant differences. The study team expects the dropouts to give their reasons more freely with one of their peers than with counselors or with other school personnel--maybe even than with their own families.

At 10:00, the team wraps up the brainstorming session and turns its attention to the presentation for Mr. Bond. They decide to tell him a bit about the Summer Study Project first, then briefly run through the POGMA Chart to give him an overview of their plans. This should take about 10 minutes, they calculate.

Since the purpose of the session is to gain information from Mr. Bond regarding the design of a questionnaire, the team will spend the remainder of the hour focusing attention on that subject. One student will introduce the brainstorming technique and describe how they are using it here.

At that point, rather than going deeper into the subject of the preliminary questions they discussed, the team will give Mr. Bond an opportunity to respond and then ask him the prepared questions. They brainstorm out a list of questions to raise during the interview:

1) Do you have any advice regarding the way questions are worded on a survey form?

2) Is the length important?

3) How do you usually introduce yourself to the person being interviewed?

4) What would be a good percentage of people to interview?

5) What do you do if a person refuses to answer a question?

6) Is there anything else you think we should know at this point?

If he expresses interest, the students decide that they will share the brainstorming sheets with Mr. Bond. However, they feel that the real business of the meeting is to discuss surveying in general rather than this particular questionnaire.

Each student decides which part he will take in the presentation; then they spend the final five minutes in individual preparation and thought-gathering.

**Tuesday afternoon**

Mr. Bond has been helpful to the students, who incorporate his remarks into the second stage of the survey design. In turn they deal with the questions they have written for the three surveys so far, hoping that they have too much rather than too little to work with.

---OK, now. Put those personal things first. Name, school, grade, age, race, sex.

---Yeah, I think all those are important. The thing about sex and race, well I think we ought'a know that. We might find out something really significant there.

---You know, I don't think the name is important. I wouldn't ask that--or rather, I wouldn't put that on the questionnaire.

---Me either. I think we can put some kids uptight if we report their names.

---Right, mark that out. Is that OK with everybody?

---OK, the question about -- What are your reasons for dropping out? Then we copy that list under it. And Mr. Bond says we can always put "other" after any multiple choice questions. Just write down "other" on that first sheet.

---Now put Anna's question. How do we want'a word that?

---I like the way the group last year wrote something like, "In what areas would you suggest changes or improvements that would encourage students to remain in school?" They had an open ended question, but we could do that the same way as question#1and give them a list of areas. You know--curriculum, extracurricular, etc.

---OK, I like that. But do we want'a stop and brainstorm a list here or do it later? OK, later.

---Now put, "are there services or programs that exist at your school for dropouts?"

---Next, "Explain the personal attention that you received from your teachers and counselors." That's really a loaded question, y'know.

---How about this for the next one: "Have you ever tried to return to school? What were your results?"

---Didn't we decide not to mention the names of alternative programs because we can't be sure we're getting them all? Well, why don't we just ask a final question like, Would you like to receive information on alternative education programs for kids who are dropping out of school? Then if so, we get name and address and let the district mail 'em a flyer. Yes?

---Yeah. We finished. Ok. Let's put that over there and take the next one, the questionnaire for school administrators. Now do we mean principals, the superintendent, or who?

The students progress by stages with all three questionnaires. By the end of the afternoon, they have the drafts in the near final version, leaving Wednesday morning open for putting the three questionnaires in a form that can be read by the typist, first letting Mrs. Hammer look over them and make any contributions she wishes.

**Wednesday afternoon**

For the initial afternoon session, the students meet together. The lists of district personnel, principals and faculty have been obtained during lunch break, and now the students begin the process of identifying interviewees. During the morning session, they have concluded that the second questionnaire would be addressed to district administrative personnel, the two high school principals, four junior high principals and their administrative assistants and the secondary counseling staff.

While several students mark with asterisks the names of persons to be interviewed, another types a list of those names, a proofreader checking each against the original. Meanwhile, another two students drive to the district office and return with the list of dropouts.

There are 63 names on the dropout list. The study participants decide to include all of the 63 names in their survey, speculating that they will not be likely to succeed in interviewing all 63 for various reasons. The group decides, nevertheless, to concentrate their energies on talking with all the dropouts, returning a second or a third time to accomplish this.

Finally, the community sample is taken at random from the city telephone directory, using every tenth name. A longer list than the students expect to interview is drawn up.

At the end of the day, the team takes about 15 minutes to discuss the in-service training day on Thursday and the morning arrival of the assistant project director.

**Thursday morning**

*En route* to the in-service training day coordinated by the assistant project director, several students have stopped off to pick up working copies of the questionnaire. Mrs. Hammer has asked the typist to return the original plus three copies of each form so that the students will have samples to show the staff member and will also be able to see how the survey form looks before having final copies printed in the district print shop.

At 9:00, the team begins with a brief presentation of the questionnaire for the assistant director and Mrs. Hammer. They discuss the lists of respondents and decide on the number of forms to be printed, including a supply for the district advisory committee. Mrs. Hammer has agreed to drop off the originals and the printing order, so this frees the entire team for in-service day.

Mrs. Hammer and the Project staff have collaborated on the arrangements for Thursday and have managed to set up a 10:30 appointment for the team with the city newspaper editor and a 2:30 appointment with two members of the district's Board of School Commissioners.

## *In-Service Task #1*

To: Wartman County Study Team
From: Project Staff
Re: First In-Service Training Day

*The first step to knowledge is to know that we are ignorant.*
**Cecil**

You have two appointments today, arranged with the assistance of your district advisor. At 10:30, you are to interview Mr. Furman Trotter, editor of the *Beacon Gazette*, in his office. Limit your interview to 30 minutes.

Your task is **individually** to write a feature article about the interview, quoting Mr. Trotter's remarks verbatim. This should be about two pages and need not be typed.

At 2:30, you will have an opportunity to team interview two of the members of your Board of School Commissioners, Dr. K.G. Carpenter and Mrs. Essie Mae Wheeler. Make efficient use of the 30 minutes you spend with these school policy makers.

Question: Are there other means than a presentation to explain your activities to outsiders?

Item: Consider the special logistical implications of interviewing eight on one.

About 30 minutes remain for the study team to brainstorm the items for discussion with the editor. They decide to ask him the first question on their survey--"What are the three major reasons that students drop out of school?" and let him select from the list they've written. In addition, the students list the following items to raise:

2) How do you think the dropout situation could be improved?

3) What is the role of the press in improving school problems?

4) Do you as a journalist have enough information about the schools to assess fairly what's going on?

5) Would you consider using a student liaison committee to keep you informed?

6) What advice would you offer to young people who plan a career in journalism?

Before departing for the editor's office, the team assigns questions and discusses the problems and advantages of group interviewing of just one person. The editor has been notified to expect the entire team so that he can make space accommodations. He has also volunteered a brief tour around the newsroom and plant following the interview.

**Thursday afternoon:**

After lunch, the team stops by the print shop to pick up the questionnaire. The students then return to their headquarters, make preparations for their 2:30 interview, then spend the last 20 minutes collating and stapling the survey forms.

The questions for the Board members include the one common to all their interviews plus the following:

2) What are some possible solutions to the dropout situation?

3) Do you think schools today are relevant to most students' interests and needs?

4) Do students have a responsible enough role in school affairs as far as policy setting and disciplinary action go?

5) Would you consider appointing a student committee to study school issues and, if asked, to report findings and recommendations to the Board?

6) What are students' major responsibilities for supporting and improving their schools?

Note: While the two group interviews and the reporting exercise were arranged primarily to enhance the students' interviewing and communications skills, these particular sessions also served another function, that of informing important people about the work and plans of the study team.

**Friday morning**

With street maps of the district, the team divides the lists of respondents among themselves and begins to locate each address. Different colored magic markers allow them to spot mark students and community residents.

Students then divide themselves into four interview teams of two, and the pairs each receive one-fourth of the names of respondents. When splitting into pairs, the students take several factors into account: balance of male/female and/or black/white, the complementariness of personalities and the availability of transportation. The last is least important according to the students because of the public conveyances and volunteer drivers.

For the remainder of the morning, the small teams meet to discuss their interview styles and to coordinate logistical matters.

**Friday afternoon**

There is a one-hour preparation and run-through of the presentation for the District Advisory Committee. The students have issued invitations to their parents at the suggestion of the assistant director, who points out the advantages of maintaining important parental support for the project via open communication lines and frequent direct involvement. Some parents have more time to contribute than others.

The 3:30 group presentation brings many accolades from those present--well earned and the first of many as the summer project affords the students increased exposure to educators and other professionals. In fact, this brings up a point worth noting: With practice the study teams became proficient in the art of prepared as well as impromptu presentations of their study materials. They were able to impress adults with their easy manners, their ready knowledge and opinions, and with the polish that comes from experience. (At that point of proficiency, the study team may run the risk of waxing overconfident and letting incentive slip. Students **should** be praised for work well done and especially for accomplishing what they have said they will. But they must also keep in mind the work to be done and the goals ahead. It is a delicate balance.)

After the formal presentation and the question and answer period, several committee members stay to talk with students. One offers his place at the lake for a group outing either during the Project or as a final celebration. The students are unanimous, in the fastest decision on record all summer, for the latter!

## Weeks II, III and IV

This is the period during the Project when a more traditional teacher may become anxious about the study team, for this is when the students are on their own. Students learned to manage their time, set their own pace and ask for assistance as needed. By these weeks, the commitment and expertise of the students made it highly unlikely that the Project would meet complications that the students themselves couldn't handle.

During the second, third and fourth weeks of the field study, the students interviewed in pairs the dropouts at their homes, the administrators and counselors at the school library by appointment, and community people and parents in a variety of arrangements. Some parents were interviewed at their homes; several agreed to answer questions at church before or after the service. Some students report that they feel like cub newspaper reporters during the field period.

Thursday of each week was set aside for in-service training, with the director and assistant project director alternating weeks in attendance. There were three evening dinner meetings at the home of the team's advisor.

By the end of the field study period, the team had interviewed 56 dropouts, 12 school personnel and 18 parents and community persons. They had additional notes on informal interviews with the district advisory committee. They were then ready to analyze the results and write the report. They returned to the Opportunity School for these activities.

STUDENT STUDY PROJECT

QUESTIONNAIRE FOR DROPOUTS

AGE _____ SEX ____(A) MALE ____(B) FEMALE RACE ____(A) WHITE ____(B) BLACK ____(C) OTHER

LAST SCHOOL ATTENDED _____

LAST GRADE COMPLETED _____

1. WHAT WERE YOUR REASONS FOR LEAVING SCHOOL?

____(A) PREGNANCY

____(B) JOB

____(C) MARRIAGE

____(D) FAILURE

____(E) DISCIPLINE PROBLEMS

____(F) STUDENT-TEACHER RELATIONS

____(G) LACK OF INTEREST

____(H) DRUGS

____(I) EXPULSION

____(J) CURRICULUM

____(K) RACIAL PROBLEMS

____(L) STUDENT-STUDENT RELATIONS

____(M) ADMINISTRATIVE PROBLEMS

____(N) FINANCIAL PROBLEMS

____(O) UNITARY SCHOOL SYSTEM

____(P) OTHER

2. IN WHAT AREAS WOULD YOU SUGGEST CHANGES OR IMPROVEMENTS IN ORDER TO ENCOURAGE STUDENTS TO REMAIN IN SCHOOL?

_____(A) CURRICULUM

_____(B) MORE STUDENT INVOLVEMENT

_____(C) DISCIPLINE CODE

_____(D) GRADING SYSTEM

_____(E) EXTRACURRICULAR ACTIVITIES

_____(F) OTHER

EXPLAIN:

3. WHAT INDIVIDUAL COUNSELING IS MADE AVAILABLE TO THE STUDENTS?

_____(A) GUIDANCE COUNSELOR

_____(B) STUDENT COMMITTEES

_____(C) TEACHERS

_____(D) HEADS OF DEPARTMENTS

_____(E) OTHER

4. HAVE YOU EVER TRIED TO RETURN TO SCHOOL?

_____(A) YES

_____(B) NO

WHAT WERE YOUR RESULTS?

The 1971 study team on Student Involvement bore the heavy responsibility of being first, and they set some standards that summer which were to influence the four subsequent study groups. There was no higher standard than that set by the quality of the first final report, which was widely accepted throughout the state as an excellent piece of research reportage.

## Procedures for Assembling and Presenting Data

Students compiled and analyzed the data, often with the help of computer personnel. In one case, a participant who had taken a course in computers at school the previous year was invited to help keypunch information as other team members were typing, preparing charts or manually tabulating some responses. While many school groups can have access to a computer terminal, perhaps one in a nearby town or one on loan from a sympathetic local firm, the use of a computer to analyze the Project questionnaires is certainly optional. Once the results were in and converted to percentages, the delicate phase of report writing began.

In presenting their results, the students walked a thin line between objective and subjective accounting, as they endeavored to put the material in some sort of sensible order which reflected both numbers and their own personal experiences and observations. Having a dropout tell them that teacher-student relationships at her school were acceptable but hearing her crying while saying that raised just such issues for the students as they made their final assessments.

Whether the report writing lasted several days or a week, the procedure followed was the same. Data was compiled first. The study team's reporting room often resembled a political campaign headquarters, with the telephone constantly in use, typewriters clacking, push pins in maps being studied, people with sheets of newsprint buzzing from cluster to cluster of writers, chattering and disputing and attempting consensus. Some sort of rough outline was then devised to guide the writing and organization of sections. A fairly standard format was pursued, from Introduction through major chapters to Conclusion and Recommendations, with occasional exceptions.

There are of course a number of viable ways of constructing a group report. All individuals may work in one session with a note taker or tape recorder. Or several participants may do the actual writing while others contribute other parts--such as charts, maps and art work. Most of the study teams elected to divide up the topics on the outline equally and then come back together for editing and final touches. A large conference room or a school library are excellent writing sites, allowing for both small group or individual tasks and for team gatherings, as required, plus affording plenty of space to spread out materials.

A minimum of a full week should be scheduled for the important report writing phase. If the data gathering has been extensive enough and the subject has been explored in depth, then the study team will have a great deal of information to cover and many steps to go through on the way to a readable, useful final report. Also, there is valuable experience of an intrinsic nature to be gained by the exercise of writing such a report. The study team's report has the potential for paralleling the sort of work done at the college level and will also be a worthwhile practice for the students who do not plan college work.

## Chapter Headings

Some study teams chose a rather traditional report outline, while others became very creative with format and chapter headings, suggesting books within books. Examples: *"Unitary School System: Challenge or Promise," "No Rights Without Responsibility," "A Message From the Dropout."*

Major chapters dealt with an introduction to the Project, a discussion of the research problem and procedures, a treatment of findings with the most significant of these highlighted in separate sections, a summary of conclusions and recommendations based on the data, and some appendices, including the survey instrument and the plan of operation.

## Art Work

The cover and the design of the report was often a joint effort of the students and a local artist--either a private individual or an artist who was employed by the school system. The first Student Study Team chose a montage effect, using newspaper headlines and lead sentences across the cover. Subsequent cover designs consisted of arrows and broad stripes, linking rings, huge question marks and a logo design representing the state of South Carolina. Reports were staple bound or clip bound.

## Printing

In most cases the district printed its student report, using in-house facilities or outside contractors. Because of the fall deadline, when materials were also being printed for the opening of school, the students' reports often were at the printers for weeks. For this reason, the students did not include the printed report in plans for their final presentation, although it sometimes happened to be ready. (The Project brochure was printed early in the summer and was often an aid to students when explaining their program.) As a rule, 1,000 copies of the brochure and 500 copies of the final report were printed, although the number of reports varied as deemed necessary by local districts. A standard report length was around 25 pages, some shorter and others longer.

## Distribution

When ordering report copies, a supply was included for use at various presentations throughout the school year and for distribution to various groups and agencies. The following is a representative distribution list from one district's advisor.

| | |
|---|---|
| University of South Carolina<br>College of Education | 55 |
| Project Director | 10 |
| Authors (10 each) | 80 |
| State Advisory Committee | 16 |
| Board of Commissioners<br>(Current and newly elected) | 12 |
| District Administration | 10 |
| District Public Relations Office | 10 |
| Senior High School Principals<br>and Librarians | 8 |
| Chairman, Elementary School Principals | 1 |
| Chairman, Middle and Secondary<br>School Principals | 1 |
| Dr. Cyril B. Busbee<br>State Superintendent of Education | 2 |
| County Public Library | 5 |
| County Legislative Delegation | 2 |
| Chamber of Commerce | 10 |
| Urban League | 5 |

## The Conclusion

While succeeding final reports differed in form from the first one, one section of it in particular, the Conclusion, was noteworthy enough so that traces of it cropped up in every other paper. The study team wrote:

> "We, the students conducting the Summer Study on Student Involvement, sincerely hope that the contents of this report will be of use to all those

responsible for secondary education in South Carolina. Having spent the summer soliciting, compiling and interpreting the remarks and suggestions of students, teachers and administrators from across the state, we hope now that their collective insights will be received as a positive contribution.

"We have learned much in the process of discovering the basic elements and components which together result in quality education. With our own experience as a guide, we, more than ever, hope this report will reinforce the notion that students have a vital role to play in realizing quality education for all in the state.

"... Whatever the effect of this report, we as individuals will carry back to our high schools valuable, firsthand knowledge of exemplary programs for positively involving students in their own education."

## FOLLOWUP

### Presentations of Findings

The final presentation at the Opportunity School for the state Advisory Committee and state educators was seldom attended by sponsoring district administrators. A separate presentation by each study team was planned for the week after that for the purpose of reporting their findings to the superintendent and staff, the district Advisory Committee and other interested persons.

There often ensued a series of presentations as the information was repeated for a meeting of secondary principals, for district guidance personnel, for the Board of School Commissioners, or for the press. Some public appearances involved different members of the study team. For instance, a radio or television talk program would rarely be able to accommodate the entire team on the air. Also, there were many school-night appearances which all Student Study members could not attend together.

### Media Coverage

The local newspaper usually offered coverage twice during the summer project, once shortly after the orientation week when the students released their plan of operation and again at the presentation of findings to the district superintendent and the Advisory Committee. Project brochures and printed materials kept the press informed as the study progressed. With few exceptions, a town newspaper can be relied upon to give good coverage of noteworthy school projects, and most editors will extend cooperation as far into the following school year as the Student Study followup activities are still being held. This is especially true when pilot projects occur spinning off from summer studies.

## Peer Counseling

One study team which had focused on dropout prevention found some interesting materials in National Youth Services publications. Among the most reportedly successful efforts being tried as a dropout preventive measure was one which did not involve adults at all but did involve fellow students. Called "peer counseling," the approach was predicated on the very suppositions of the study team, that students would more readily trust and confide in other students.

Although dropouts mentioned several other causes as primary ones for leaving school, they also confessed to interviewers that there seemed to be little personal interest in their problems and that they had attributed that to the fact that administrators were always too busy with other matters. The study team felt that peer counseling might prove very successful.

Reports on such high school student-to-student programs indicated a high rate of success (based on decreased dropout levels and positive reactions of all students). Some programs were unstructured and unfunded while others utilized hot-lines and drop-in centers to help peers weather bad drug trips and to provide referral and counseling services.

The members of the study team talked individually with their principals about peer counseling and then included the suggestion in their presentation to the secondary principals' meeting in the fall. There was general agreement that the program was worth a try on a pilot basis at one of the high schools.

Peer counseling is but one example of the kinds of followup activities which might result from a study team's field experiences and insights. Another is the ongoing student consultant team that has been set up in North Carolina for the purpose of keeping local district educators and parents abreast of student involvement in the state.

## Students as Advisors to Subsequent Projects

The 1971 study team on Student Involvement seems to have fostered many benefits for the participants, not the least of which was their proficiency in the skills which the Project demanded and their ability to help in training others in those skills. Having learned experientially, students understood the process involved in their own training. Acting as assistant trainers completed the picture for them and gave depth to their understanding.

In a majority of instances, the alumni tended to be harder on the students than did the staff. They were more demanding and less tolerant of horseplay or goofing off. In no case did the former participants do the work that the team should be doing. In the interim year they had gained a unique perspective on the principal benefits of the Study Project and made excellent guides for the new students.

## FINANCES

The budget for the Student Summer Study Project was light and compact, owing in large measure to the donation of many materials, services and human resources. Other factors which lightened the financial load on the school districts were private and foundation funding and the cooperative nature of the project's finances. That is, several districts together, in sharing overhead and staff costs, were able to minimize expenses per district.

### Funding Sources

The overall project had the assistance of foundation and individual grants, of federal funds (largely through Title III ESEA packages), and of some fellowships and grants given especially for project personnel. As individual districts were responsible for certain expenses, their portion of the budget might come from a federal grant or from principals' discretionary funds or from a combination of sources.

Each district agreed to carry the expenses of the study team, including students' stipends and travel expenses, residential fees during training, report printing costs and a share of the overhead and personnel items. Student stipends varied from $100 to $300 per student per summer, depending on the district and the year.

The project ran upon a dry spell in 1973, when many funding sources were suffering from the recession in the general economy. For instance, the small seed grant given the Study Project early in its history by the Mary Reynolds Babcock Foundation could not be renewed later due to the pinch. The executive director wrote that while the project seemed to be helping ". . . the students with leadership qualities to realize their own responsibilities in the future of the South" the Foundation would be unable to extend funding for 1973.

Such was generally the case with many federal grants which were being curtailed that year. However, that spring and summer the Project received a signal honor which gave boosts to the development of plans for a Student Study Institute.

### The Robert F. Kennedy Memorial Youth Fellowships

During the early spring of 1973, the Robert F. Kennedy Memorial in Washington initiated a Youth Fellowship Program, granting awards to high school aged persons working to improve conditions and opportunities for other young people. Preference in selection of the first 12 nationwide RFK Youth Fellows was given to applicants associated with recognized community organizations working within the schools.

The South Carolina Student Study Project was awarded two of the 12 fellowships to allow two students to work in depth on the development of guidelines for the program statewide, on its expansion to a year-round Institute, and on the formalization of application and selection procedures. The two high school student leaders worked during the three spring months, and the 1973 Summer Study on Career Education benefited directly from the organizational work of these RFK Youth Fellows.

The Project petitioned the Memorial in June and obtained a three-month extension of the fellowship of one of the students, herself an alumna of the previous summer's Study Project, so that she could serve as Student Director of the 12-member Study of Career Education. A small stipend was paid each RFK Youth Fellow, plus travel expenses, which enabled the new Student Director to lend field support and to assist in arranging in-service training sessions.

## Sample Budget

Below is a sample budget which represents one district's finances for the Student Study Project for 1973.

**DISTRICT ONE**

**Summer Study Project**

**Budget for 1973**

**Appropriations and Donations**

| | |
|---|---|
| School District One | $1,885.00 |
| South Carolina Cabinet Committee on Education | 250.00 |
| | $2,135.00 |

**Project Expenditures**

| | | |
|---|---|---|
| Personnel Services | | |
| Adult Director's Fee | $ 300.00 | |
| Student Stipends -- 12 at $100 each | 1,200.00 | |
| Pre-Service Consultant Fees | 250.00 | |
| | $1,750.00 | |
| | | $1,750.00 |
| Staff Travel | | 100.00 |
| Student Travel ---- 12 at $12.00 each | | 144.00 |
| Material Costs | | |
| Printing Materials | | |
| Final Report ---- 500 copies | $ 42.00 | |
| Brochure ---- 1000 copies | 43.00 | |
| | $ 85.00 | |
| | | 85.00 |
| Miscellaneous -- Telephone and Postage | | 56.00 |
| TOTAL | | $2,135.00 |

## A NOTE ABOUT THE USE OF THIS BOOK

He/she who presents the *Pogma* manual to students and then gives them a test on the contents has missed the author's point and much of the potential learning value to be derived from this material!

This is a model whose focus is on the **process** of learning. The model itself is not sacred; the manual has been written primarily as a thought provoker to stimulate ideas about how students can be encouraged to develop positive analytical skills which will be of use to them throughout life.

Teachers and other educators are encouraged to take liberties with this manual, to adapt the material for use in their particular classroom or educational setting. You may wish to make use of only a few of the task sheets from the Training chapter as a supplement to a social studies curriculum. Or you may decide to replicate the entire project, with appropriate modifications, as a curriculum unit or in the form of a separate summer study institute. Or you might design a unique project using this manual as a reference source and in combination with other materials. The possibilities seem unlimited.

POGMA as a research design is not a sacred mechanism. The chart was a convenient way for students to organize their survey plans and to visualize their study goals. The acronym provided students with a rallying slogan, a symbol, a byword which was often used beyond the project, as a greeting or as a closing for social letters, for example. The acronym captured the essence of the experience for the participants. The POGMA chart itself could certainly stand modifications to meet the particular situation.

A word about content may be in order. Among social studies curriculum this model has one unique feature. This is not an academic exercise. The social/educational issues which students study are real and not simulated. Research topics are of genuine interest to the school community; the ideas, findings and input of the students are, therefore, valuable to educators and to the community.

Young people have a great deal of creative energy and a natural desire to affect their environment. Educators who understand that commitment and who seek to assist students in channeling that energy into **constructive** avenues of expression will be influencing the style of tomorrow's leaders. At a time when so many negative forces may be molding the outlook of adolescents, it is particularly important to offer some real, workable alternatives for creative involvement.

Students and educators who may wish to start a project based on the ideas contained in this report will find **many** more examples of positive student involvement in school districts around the nation. Contact the Public Information Officer in your State Department of Education who will know of such projects.

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